



Brighton Hill Community School

Climate Action Plan 2024-2025

A key initiative of DfE's [sustainability and climate change strategy for education](#) is 'sustainability leadership and climate action plans'. The strategy states that "by 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan", with a climate action plan being defined as a "detailed plan to enable your education setting, or trust, to progress or commence sustainability initiatives".

BHCS approach:

Leaders at Brighton Hill Community School are committed to adopting a rigorous, whole-school approach to climate action and believes its Climate Action Plan (CAP) will create a structured, strategic route toward ensuring higher levels of sustainability and education about climate action and ecology within the school and the wider community.

In line with DfE recommendations, the following areas appear as key strands that run throughout the Climate Action Plan, with each specific action point referencing the intended key strand(s) that are being addressed:

1. **Decarbonisation** (for example calculating and taking actions to reduce carbon emissions, such as becoming more energy efficient)
2. **Adaptation and resilience** (such as taking actions to reduce the risk of flooding and overheating)
3. **Biodiversity** (for example developing the number of green spaces and ecosystems)
4. **Climate education and green careers** (such as providing a knowledge-rich and comprehensive climate curriculum).

In addition, and to provide further structure to the approach taken, the CAP will follow the guidance from the [National Governors Association](#) by adopting the '6 Cs' model. In this approach, each of the following headings will form a sub section of the CAP through which the above overarching focus areas will be addressed:

Culture – the way things are done:

- The way things are done at all levels of a school/trust is reflective of your vision and values. If environmental sustainability sits within this, your everyday practices and larger decisions will demonstrate care and respect for the environment.

Curriculum - teaching and learning:

- As climate change affects many aspects of daily life, climate education should extend beyond Science and Geography.

Community - working together inside and outside school:

- Community refers to how the school fosters a united approach to environmental sustainability, both within the local community and the school community itself.

Campus - buildings, energy and grounds:

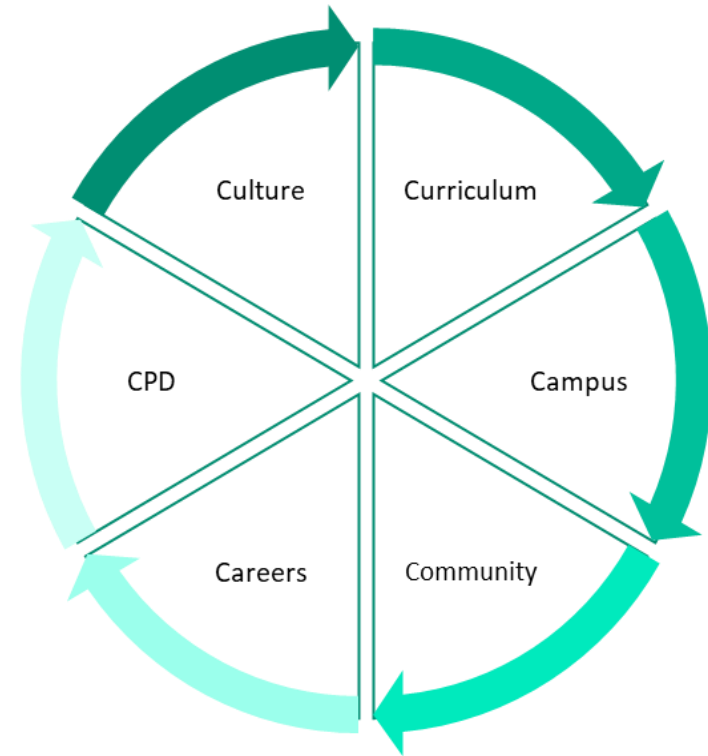
- This encompasses all aspects of school buildings and grounds. Energy usage will likely already have been considered, but there are other aspects which can positively benefit your school/trust.

Careers - qualifications and work experience:

- Supporting young people to make informed choices about their future is an important responsibility for schools and their governing boards. With future green careers on the horizon, this is an area both primary and secondary schools should prioritise.

CPD - staff and governing board knowledge:

- Governing boards, senior leaders and teachers need to be equipped with the skills to deliver on improving environmental sustainability. This includes providing the capacity and budget to do so.

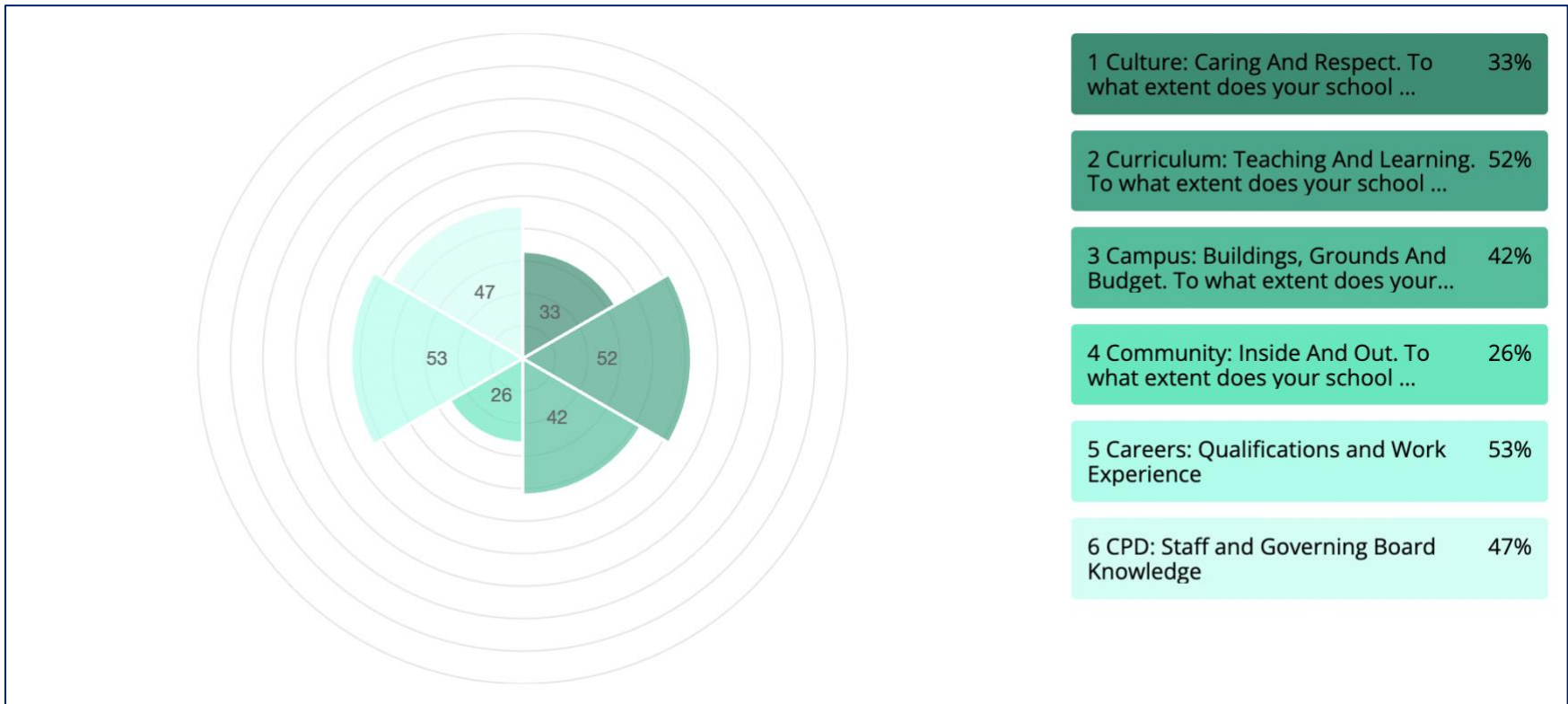


To ensure the CAP is a continuous, meaningful part of the Brighton Hill's ongoing development, an annual [Environmental Sustainability Audit](#) will be completed by the nominated Sustainability Lead (Mr A Flowers). This will highlight progress and further areas of development within the 6 Cs model. This will then form the basis of the CAP for the coming academic year and allow a continued drive towards achieving higher levels of sustainability and climate awareness within our community.

Outcome of the 2023-24 Audit:

The 2023-24 audit is the first of it's kind to be completed at Brighton Hill, and will provide the framework for the first annual Climate Action Plan. The below graph indicates that, while there is a strong foundation already in place in multiple areas, there is also room for development across all of the 6 Cs.

The full audit can be access here: [Environmental Sustainability Audit Aug 24.pdf](#)



Climate Action Plan, 2024-2025:

Key strands:

1. Decarbonisation
2. Adaptation and Resilience
3. Biodiversity
4. Climate Education and Green Careers

1. Culture			
The way things are done at all levels of a school/trust is reflective of your vision and values. If environmental sustainability sits within this, your everyday practices and larger decisions will demonstrate care and respect for the environment.	Action to secure impact	Key strand addressed	Intended evidence of impact.
	Publishing of CAP on dedicated page of the school website.	4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Improve culture of biodiversity and sustainability (i.e., lower levels of litter).
	Appointment of <i>Sustainability Lead</i> to oversee CAP.	1, 2, 3, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Evidence of increased profile of climate and sustainability issues/action around school.
	Environmental sustainability to be key consideration of strategic decisions within SIP.	1, 2, 3, 4	<ul style="list-style-type: none"> - Evidence of sustainability / climate action in strategic documents. - Evidence of sustainability / climate action in middle and senior leader meetings. - Sustainability to have high profile among senior and middle leaders.
	Sharing of climate action updates in school newsletter.	1, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Increased community engagement in climate initiatives.
	Inclusion of 'eco-anxiety' in tutor and WBC resources.	4	<ul style="list-style-type: none"> - Analysis of WBC interventions for eco-anxiety/climate anxiety concerns.

			<ul style="list-style-type: none"> - Evidence of reference to mental health in assemblies and tutor resources.
	<p>Marking of significant 'green' events throughout the academic year, for example:</p> <ul style="list-style-type: none"> - The Big Green Week (7th – 15h June 2025) - No Mow May (May 2025) - Earth Day (22/04/2025) - World Clean Up Day (20/09/2024) 	1, 3, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Improved biodiversity around school. - Increased engagement in climate initiatives.
2. Curriculum			
As climate change affects many aspects of daily life, climate education should extend beyond Science and Geography.	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Lead values staff to facilitate the addition of climate/sustainability focused resources into tutor programme.	1, 4	<ul style="list-style-type: none"> - Evidence of climate education within tutor programme. - Tutor assessments to reflect high levels of knowledge and understanding among students. - Increased knowledge and understanding of climate issues among students.
	<p>Marking of significant 'green' events throughout the academic year, for example:</p> <ul style="list-style-type: none"> - The Big Green Week (7th – 15h June 2025) - No Mow May (May 2025) - Earth Day (22/04/2025) - World Clean Up Day (20/09/2024) 	1, 3, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Evidence of increased profile of climate and sustainability discussions through assemblies and student led events. - Improved biodiversity around school.

	Development of targeted intervention focus on ecology/gardening/forest schooling.	1, 2, 3, 4	<ul style="list-style-type: none"> - Improve engagement of vulnerable/disengaged students. - Improved biodiversity around school. - Increased student engagement in climate action initiatives.
	Cross-Curricular collaboration between faculties to promote climate education beyond Geography and Science.	4	<ul style="list-style-type: none"> - Evidence of climate / environmental sustainability themes within Schemes of Learning. - Increased awareness of climate action in staff/student survey.
	Use of external speakers to provide awareness about environmental sustainability issues.	4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Evidence of student interest in green careers, climate action and local conservation groups.

3. Community

Community refers to how the school fosters a united approach to environmental sustainability, both within the local community and the school community itself.	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Creation of a Climate Action Group (#GreenArmy).	1, 2, 3, 4	<ul style="list-style-type: none"> - Raising awareness of climate action in staff/student survey. - Improved engagement in climate action initiatives. - Increased biodiversity around school. - Increased profile of climate action within the community.
	Sharing of climate action updates in school newsletter.	1, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Increased community engagement in climate initiatives.
	Development of links with organisations within the community (shops, businesses, charities).	1, 2, 3, 4	<ul style="list-style-type: none"> - Increased profile of climate action within the community.

			<ul style="list-style-type: none"> - Evidence of targeted, direct support and involvement from external organisations. - Additional resources, funding or support given to further support the school's development.
	Organisation of Basingstoke Schools COP24/5 to build collaborative links with other local schools.	1, 2, 3, 4	<ul style="list-style-type: none"> - Increased profile of climate action within the community. - Evidence of united vision among local schools. - Combined approach to climate action among the local community.
	Create links with local expert organisations, such as gardens and environmental charities.	1, 2, 3, 4	<ul style="list-style-type: none"> - Increased profile of climate action within the community. - Evidence of targeted, direct support and involvement from external organisations.
	Increase opportunities given to staff, parents, students and all members of the BHCE community to provide feedback on climate initiatives, including annual surveys.	1, 2, 3, 4	<ul style="list-style-type: none"> - Increased participation in staff/student surveys. - Increased engagement from student led groups (student council, GreenArmy) in collecting feedback from school community.

4. Campus

This encompasses all aspects of school buildings and grounds. Energy usage will likely already have been considered, but there are	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Improve systems used to measure current levels of sustainability and carbon emissions.	1, 2	<ul style="list-style-type: none"> - Reduction in energy usage and carbon emissions. - Reduction in wastage (water, food, paper etc.).
	Reduced levels of litter around school, and increased awareness around importance of not littering.	1,2, 3, 4	<ul style="list-style-type: none"> - Reduction in litter around school site. - Evidence of education about littering in assemblies/personal development sessions. - Additional bins provided around school site.

other aspects which can positively benefit your school/trust.	Review budget to investigate whether there is scope to assign specific budget to sustainability.	1, 2	<ul style="list-style-type: none"> - Adaptations made to school site as evidence of targeted budgeting. - Reference to allocated budget to appear in future CAP.
	Conduct a site walk/audit of the site to review current inefficiencies in sustainability, and where adaptations can be made.	1, 2	<ul style="list-style-type: none"> - Written summary of site audit to be published and used to form future CAPs. - Evidence of adaptations made to the school site to improve sustainability and ensure prevention of risks like flooding.
	Marking of significant 'green' events throughout the academic year, for example: <ul style="list-style-type: none"> - The Big Green Week (7th – 15h June 2025) - No Mow May (May 2025) - Earth Day (22/04/2025) - World Clean Up Day (20/09/2024) 	1, 3, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff/student survey. - Improved biodiversity around school.

5. Careers

Supporting young people to make informed choices about their future is an important responsibility for schools and their governing boards. With future green careers on the	Action to secure impact	Key strand addressed	Evidence of impact / completion
	More specific reference made in DLD to green pathways and careers, and where following a green pathway may lead.	4	<ul style="list-style-type: none"> - Evidence of reference to green careers in DLD3. - Increased student awareness of green careers and pathways. - Increased number of student destinations to reference green pathways.
	Personal Development Session on Green Careers.	4	<ul style="list-style-type: none"> - Evidence of PD session in calendar. - Increased student awareness of green careers and pathways. - Increased number of student destinations to reference green pathways.

horizon, this is an area both primary and secondary schools should prioritise.	Use of external speakers to provide awareness about environmental sustainability issues and green careers.	4	<ul style="list-style-type: none"> - Evidence of reference to green careers in DLD3. - Increased student awareness of green careers and pathways. - Assembly tracker to reflect involvement from external speakers.
	Explore use of work experience within green careers as a targeted intervention for KS4 students.	4	<ul style="list-style-type: none"> - Increased engagement with vulnerable/disengaged KS4 students. - Increased number of student destinations to reference green pathways.
	Creation of a Climate Action Group (#GreenArmy).	1, 2, 3, 4	<ul style="list-style-type: none"> - Student led initiatives to promote green careers throughout the school year (leading on Personal Development Sessions). - Increased profile of green careers around school site (i.e., in the career corridor).

6. CPD

Governing boards, senior leaders and teachers need to be equipped with the skills to deliver on improving environmental sustainability. This includes providing the capacity and budget to do so.	Action to secure impact	Key strand addressed	Evidence of impact / completion
	Appointment of <i>Sustainability Lead</i> to oversee CAP.	1, 2, 3, 4	<ul style="list-style-type: none"> - Overseeing strategic direction of the CAP, including annual reviews. - Evidence of structure CPD for school staff.
	Assigning of a link governor for Climate Action and Sustainability to provide further strategic support and representation in governor meetings.	1, 2, 4	<ul style="list-style-type: none"> - Evidence of sustainability and climate action discussions in governor meetings. - Governors to receive dedicated CPD and guidance on sustainability issues. - Presence of link governor around school to increase profile of sustainability issues.
	Staff briefings to ensure staff are aware of the need for and importance of the CAP.	2, 4	<ul style="list-style-type: none"> - Increased awareness of climate action in staff survey. - Increased staff 'buy-in' during dedicated sustainability/climate action initiatives.

	Review budget to investigate whether there is scope to assign specific budget to sustainability.	1, 2	<ul style="list-style-type: none">- Adaptations made to school site as evidence of targeted budgeting.- Allocated budget to appear in future CAP.
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Links to supporting documents/guidance:

<https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education#contents>

<https://www.nga.org.uk/media/uqfcpiht/nga-environmental-sustainability-20240424.pdf>